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ABSTRACT

This module is one of a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. This module is designed to help the teacher plan and direct individual and group field trips that will enrich students' classroom learning experiences, spark their interest in the world of work, and provide concrete, real-world applications of their learning. It is made up of three learning experiences containing activities that may either provide background information or practice experiences, or combine these two functions. Upon completion of these experiences, the user should be able to achieve the terminal objective in the fourth and final learning experience. The final experience requires the user to demonstrate the skill in an actual teaching situation when that user is an intern, student teacher, inservice teacher, or occupational trainer. The learning experiences are based on the following enabling objectives: (1) demonstration of knowledge of the rationale for and procedures involved in directing field trips; (2) direction, or critique of the direction, of an individual field trip; and (3) direction, or critique of the direction, of a group field trip. The terminal objective is actual direction of field trips. (YLB)

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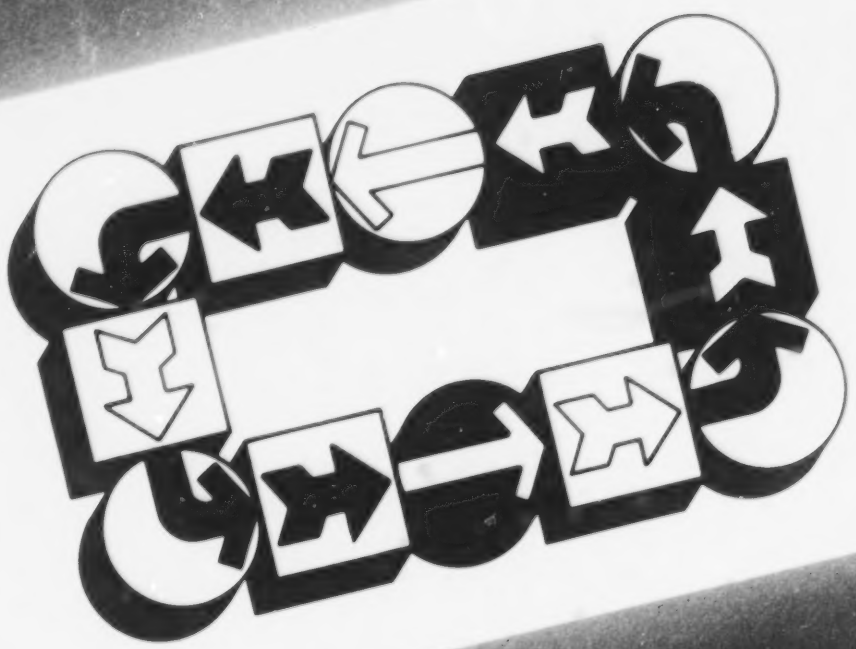
MODULE C-1

Direct Field Trips

Second Edition



AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
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745 Gaines School Road
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The Ohio State University
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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A–J are products of a sustained research and development effort by the Center on Education and Training for Employment (formerly the National Center for Research in Vocational Education). Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the Center for revisions and refinement.

Early versions of the materials were developed by the Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri—Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia.

Following preliminary testing, major revision of all materials was performed by Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K–M) had been added to the series, covering the areas of serving students with special/exceptional needs; improving students' basic and personal skills; and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch, and Michael E. Woracott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Suzanne Gilbert for typesetting; to Jim A. Anderson for module layout, design, and final artwork; and to George W. Smith, Jr., for supervision of the module production process.

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The mission of the Center on Education and Training for Employment is to facilitate the career and occupational preparation and advancement of youth and adults by utilizing The Ohio State University's capacity to increase knowledge and provide services with regard to the skill needs of the work force.

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The institute is a cooperative effort of universities, colleges, and divisions of vocational and technical education in the United States established to provide excellence in instructional materials.

Direction is given by a representative from each of the states. AAVIM also works closely with teacher organizations, government agencies, and industry.

MODULE C-1

Direct Field Trips

Second Edition

Module C-1 of Category C—Instructional Execution
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

Center on Education and Training for Employment
The Ohio State University

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NOTES

INTRODUCTION

Effective teachers try to provide their students with relevant up-to-date information and concrete experiences. Such experiences enable them to relate their classroom learning to real-life situations. A field trip into the community, during which students can observe firsthand the people, facilities, and procedures they will encounter in the working world, is one excellent means of enriching classroom learning.

In some cases, an individual field trip is planned to enable a single student to achieve an objective of special concern to him/her. In other cases, the teacher directs a group field trip involving the entire class or a small group of students. In either case, successful field trips don't just happen. They must have a specific purpose, and they must be carefully planned and arranged.

The level of the occupational program does not limit the usefulness of field trips. They have proven to be effective learning experiences for middle and secondary school students, postsecondary and university students, and adult learners. Self-paced, competency-based programs, as well as more conventional, group-based programs, can benefit from the inclusion of field trips in the scheduled learning activities. However, both the type of establishment to be visited and the method in which the field trip is organized and conducted may vary depending on their suitability for the level of the students and the nature of the program approach.

This module is designed to help you plan and direct individual and group field trips that will enrich students' classroom learning experiences, spark their interest in the world of work, and provide concrete, real-world applications of their learning.

NOTE: Although this module focuses on field trips that involve actually taking students outside the classroom, such trips can also be brought into the classroom through the medium of videotape. For information on using videotape to capture field trips for classroom use, you may wish to refer to Module C-27, *Present Information with Televised and Video-based Materials*.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual teaching situation, direct field trips. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 49–51 *(Learning Experience IV)*.

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in directing field trips *(Learning Experience I)*.
2. In a simulated situation, direct or critique the direction of an individual field trip *(Learning Experience II)*.
3. In a simulated situation, direct or critique the direction of a group field trip *(Learning Experience III)*.

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

A teacher experienced in directing field trips whom you can interview.

Learning Experience II

Required

A peer to role-play a student participating in an individual field trip and to critique your performance in directing the trip. If a peer is unavailable, an alternate activity has been provided.

Learning Experience III

Required

3–4 peers to role-play students participating in a group field trip and to critique your performance in directing the trip. If peers are unavailable, an alternate activity has been provided.

Optional

A group field trip conducted by an experienced teacher that you can attend and observe.

A locally produced videotape of a teacher directing a field trip that you can view for the purpose of critiquing that teacher's performance.

Videotape equipment to use in viewing a videotaped field trip.

Learning Experience IV

Required

An actual teaching situation in which, as part of your teaching duties, you can direct an individual and a group field trip.

A resource person to assess your competency in directing an individual and a group field trip.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the PBTE Module Series on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

The *Resource Person's Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies.

The *Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the rationale for and procedures involved in directing field trips.

You will be reading the information sheet, Directing Field Trips, pp. 6-14.

You may wish to interview a teacher who is experienced in directing individual or group field trips.

You will be demonstrating knowledge of the rationale for and procedures involved in directing field trips by completing the Self-Check, pp. 15-18.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 19-20.

Activity 1

Field trips are not only interesting and pleasurable but also imbued with solid instructional value. For information about the educational purpose of field trips and the procedures involved in planning and directing field trips for individuals and groups of students, read the following information sheet.

DIRECTING FIELD TRIPS

A field trip is a visit to a place outside the regular classroom. It is designed to achieve certain objectives that cannot be achieved as well by using other, more conventional means. The distance traveled and the duration of the field trip will vary, depending on its purpose. A short walk through the school building to study the ventilation system, a trip across town to see a fashion show or a hospital, or a tour of a TV station in another city are field trips that may last from one class period to several days.

There are two basic types of field trips: the individual field trip, involving a single student; and the group field trip, involving the entire class or a small group of students.

Field trips are rich in educational possibilities because students learn from actual **firsthand experience**, rather than by simply reading about or hearing about something. Involvement in a real-world experience makes learning more meaningful and more memorable. Since field trips can add variety to the regular instructional program, they tend to be special and enjoyable learning experiences—ones that develop positive attitudes in students toward related classroom activities.

Field trips can make students aware of learning opportunities in their everyday life. Visits to supermarkets, hardware stores, lumber yards, flower shops, beauty parlors, and so on, are field experiences that teachers may overlook. An organized field trip to an "ordinary place" is an excellent method of teaching students to observe, to ask questions, to learn in the larger classroom—the community.

Field trips can help students appreciate the relevance and importance of what they learn in the classroom. Taking a cell-counting blood sample, for example, is a skill that can be learned in a school laboratory setting. But students may not learn the importance of the skill until they observe what goes on in a hospital laboratory, where the diagnosis and treatment of real patients depend on such skills.

Safety precautions take on greater significance as well. Students get a chance to see assembly lines or construction crews, where the safety of each person depends on the safe operations of others.

Field trips can give students a realistic picture of the job requirements, employer expectations, and working conditions associated with actual jobs. Many students have vague or inaccurate ideas about the jobs they are suited for or want. Information obtained firsthand from workers or employers can help students make more realistic occupational decisions.

Field trips can also help ensure that the occupational training students receive is up-to-date. While industry cannot afford to be without the latest in technology, schools cannot always provide the most modern equipment and facilities. Field experiences give students an opportunity to become familiar with current information, skills, and equipment they will use on the job.

Field trips provide many opportunities for involving students, parents, and the community in the instructional program. Students can participate in such activities as selecting the place to be visited, developing questions to ask, writing reports or thank-you letters after the trip, and evaluating the experience.

Parents of secondary school students must give their consent for their sons and daughters to participate. A consent form explaining the destination

and purpose of the trip is a good way to arouse their curiosity and encourage them to ask the students (or even you) about the trip.

Community involvement is required if special interviews, tours, or arrangements must be scheduled in advance. Generally, letters or telephone calls requesting assistance with the trip provide ideal opportunities to inform people in the community about the instructional program.

Selecting a Field Trip

As a method of teaching, the field trip, like other methods, is not *the* best way to achieve all objectives. Certain factors must be considered before you invest the time and effort needed to direct a field trip.

One of these factors is whether the instructional objective that the field trip is meant to achieve can be accomplished in another, more efficient way. For instance, if the purpose of a visit to a furniture manufacturer is to talk to the production manager about the assembly process, inviting the production manager to visit the school might be simpler than taking a field trip and just as beneficial.

Another factor is whether a field trip is feasible in terms of the community resources that are available. Although it is easy to imagine an "ideal" trip to a "perfect" place, it is often much harder to plan a trip that is practical and realistic. A field trip doesn't have to involve a strange or distant place. Natural situations can also provide rich experiences.

A data processing firm in another city may be no better than the accounting department of a local bank in terms of its resource potential. You may have local contacts that could facilitate a variety of field trips. Opportunities to take field trips may also arise through contacts students have in the community. Individual field trips may be scheduled as part of students' regular or even vacation activities.

The needs and interests of students should always be considered in selecting a field trip.[1] A trip to a farm equipment manufacturing plant would be less appropriate than a trip to a leading dairy, for instance, if students were interested primarily in the process, rather than the equipment, used in milking cows.

Furthermore, what is appropriate and feasible for one student may not be so for a group. The number of students involved in a field trip will be determined not only by the instructional objective(s) and the needs of students, but also by how many students can reasonably participate in a field trip at one time. For many sites in the community, small groups will be easier to accommodate than large groups.

Individual Field Trips

Individual field trips are usually best in situations such as the following:

Students have special needs. Individual trips can be tailored to meet the needs of a particular student. Field trips are an excellent way of supplementing instruction for a student who lacks sufficient background experience or preparation to accomplish an objective within the classroom or lab. Individual trips may also be used to enrich the learning experiences of students who work at a faster pace.

Students are working on individual projects. An individual field trip can make a home project or a special project even more rewarding and personally meaningful to a student. Such a trip might serve as the basis for the project, or it might come at the end of the project as a kind of capstone experience.

Instruction is individualized. In a competency-based, time-variable vocational program in which instruction is highly individualized, the individual field trip may be the only realistic way to organize such an experience. With students working on a variety of vocational competencies at any one time, individual field trips would be appropriate activities for students as they reach specified points in their programs.

Students have individual responsibilities within a group. Group assignments may require students to divide up a task into smaller parts. If information

1. To gain skill in determining students' needs and interests, you may wish to refer to Module B-1, *Determine Needs and Interests of Students*.

or materials from the field are needed, students can sometimes complete a task more efficiently by each taking an individual trip and sharing their separate experiences with the group, rather than by taking several trips together.

For instance, if a consumer education class is studying variations in food prices, students may want to check and compare the prices of various food items in several stores throughout the community. Individual students could visit different stores separately and then report back to the group.

Individual interviews are needed. Interviews are a good means of obtaining information from managers, employers, farmers, homemakers, and others in the community. Although a small group of students can participate in an interview, there are advantages to having an individual student conduct an interview. Typically, a one-to-one situation provides a more relaxed, informal atmosphere that encourages a free, spontaneous exchange of ideas and information. The interview is more focused if one student is asking questions than if several students are.

Scheduling time and space is also simpler. For instance, when a buyer for a department store agrees to be interviewed by a group of merchandising students, a definite time and perhaps even a special room need to be reserved. The same interview could be conducted by an individual student in the buyer's office or another area of the store at a convenient time between appointments in the buyer's schedule.

A group of students would disrupt the normal field situation. The purpose of taking a field trip is not to acquaint the community with a group of students but to acquaint students with a real-world situation. The size of the group can be an important factor in certain field situations. If there are too many students, it can interfere with the natural field situation and produce an artificial experience.

If an entire class of child-care students visits a day-care center, for example, students will probably learn more about preschoolers' reactions to strangers than about their play activities. Individual students, on the other hand, can observe preschoolers with minimal disruption.

Group Field Trips

Group field trips are usually best in situations such as the following.

Guided tours are available. When many students can benefit from the same field experience and tours are available or can be arranged, a group trip gives students an opportunity to share their observations and reactions with each other.

Different experiences are available at the same site. Occasionally, group trips can be organized with several options available at the same site to accommodate students with different interests. A visit to a furniture manufacturing plant, for example, might allow students in merchandising, woodworking, and interior design to visit separate parts of the plant that relate to their special occupational areas.

More than one viewpoint is desirable. If a field trip is long or complex, students can work in small teams to cover different parts of the experience. Some field trips are more beneficial when students who have different concerns and insights share the experience. For example, a field trip to a data processing firm might be more comprehensive if students with various occupational interests—typing, shorthand, bookkeeping, data entry, computer operation—participate as a group, since one student will notice facets of the experience that another student might miss.

Students are working on a group project. Group projects sometimes involve a field trip for the entire class. A project on land use, for instance, might end with a field trip in which the entire group plants seedlings in a strip-mined area being reclaimed.

In short, the field trip you select will depend on your instructional objectives, the students the trip is designed for, and the particular situation in which the trip occurs. Just as there is no one best teaching method, there is no one best field trip.

Planning a Field Trip

Successful field trips require considerable planning. Student activities must be scheduled, and arrangements must be coordinated among school personnel and persons at the destination point. In addition, provision must be made for transportation and even food and lodging on overnight trips. At the secondary level, parents must be informed, and adequate adult supervision of group trips must be provided.

Every possible detail of the trip cannot be anticipated in advance. However, the more carefully a field trip is planned, the more likely it is that the trip will run smoothly and students will obtain the kind of experience the trip was designed to provide.

Planning a field trip can be time-consuming and frustrating if a systematic procedure is not followed. If you follow the steps outlined below, however, you can be reasonably sure that the plan will be adequate.

Select the site. The first step in planning a field trip is to identify places in the community that will help students achieve a particular objective. You then need to determine which resources are actually available as field trip sites.

Available sites that are appropriate given the objective(s) may need to meet another criterion. If there are physically handicapped students in your class, you need to select a site that is accessible to those students—in other words, one that is barrier-free. You can ask the contact person at the proposed site about this or, if necessary, make a personal visit to be sure the conditions are suitable.

You may want to involve students in selecting the final destination. For individual trips, of course, student participation in choosing the site is essential, because the major purpose of an individual trip is to satisfy the student's unique educational needs.

Students will sometimes suggest possible places to visit. Whether the idea for the trip is initiated by you or by a student, students should be involved as early as possible in the planning process.

Plan an agenda. Once you have selected a destination, you will need to obtain information—either by letter or telephone—to help you plan a schedule for the trip. If you are visiting a manufacturing plant that conducts regular tours, this step may be as simple as requesting a brochure or handout that describes what tours are offered and when they are given. If the place you are visiting does not provide field experiences routinely, you may need to request special cooperation.

Before you contact others to request information or assistance, you should have at least a rough idea of the types of activities that will be most beneficial to your students. The better your description of what you will need, the better able others will be to meet your needs. If you want students to see specific departments of an engineering firm, for example, you should describe which departments you want to see, and why, when you contact personnel at the firm.

Information about your students—how many there are in the group and what their interests are—also helps others plan their part of the trip. Furthermore, you should indicate how much time you plan to spend at the site, since the number and type of student activities possible will depend partly on how long the trip lasts.

Sample 1 is a written request for assistance in setting up a field trip. If the contact is made by telephone, the request should be just as specific and just as complete.

The response you get from your initial letter or telephone call will help you decide what to do next—whether to make a scouting trip there on your own, help the host prepare for the visit, or select a different site. This planning effort should allow you to develop a tentative agenda that outlines **where** students will go on the trip, **what** they will do or see there, and the approximate **time** they will spend on each activity during the experience.

SAMPLE 1

LETTER TO FIELD TRIP SITE

Blue Valley High School
100 South Pine Street
Lakewood, Ohio 44107
October 4, 1990

Mr. Robert Marting, Manager
Customer Service Department
Logan's Department Store
319 Broadview Avenue
Lakewood, Ohio 44107

Dear Mr. Marting:

The consumer education class at Blue Valley High School will be studying shopping techniques in about three weeks. To make this learning unit more meaningful to the students, we feel they should tour a local department store. Are you, as manager of Logan's Department Store, able and willing to provide us with a guided tour?

There will be approximately 28 students and two teachers. The timing of the visit can be arranged at your convenience. The time available for this tour is approximately one hour. We will make arrangements for the transportation of the students.

The purpose of the tour will be to introduce students to (1) the merchandise and pricing in the different departments, (2) services provided by your store, and (3) the retailer's and salesperson's points of view in dealing with customers. Other related points you might wish to share with the class would also be appreciated.

If you c[illegible]ide the proposed tour, please call 421-0486 so that we can make the necessary arrangement.

Sincerely,

Janet Miles
Teacher of Consumer Education

SOURCE: Adapted from Sally R. Campbell, *A Department Store in the Classroom* (Skokie, IL: Sears, Roebuck, and Co., 1969), p. 26.

Get school approval. After you have planned a tentative agenda, you may need to meet with school officials to get approval for the trip. Secondary schools are responsible for students during school-sponsored trips, and the school administrator will want to know who will be going on the trip to determine whether the planned supervision is adequate.

In two-year postsecondary schools or proprietary training institutions, however, the process may be much more informal. You may only need to inform the administration when and where the group is going.

If funding is needed, you should submit an itemized budget. Some school budgets include money for field trips, but if funds are not available, your administrator may be able to suggest alternate ways to finance the trip.

In some schools, if the trip lasts longer than one class period, arrangements must be made ahead of time with the administrator and other teachers for students to be excused from their classes or to make up classes when necessary.

Get parental approval. For field trips involving secondary students, parents must consent to let their children participate. A letter can be prepared (and duplicated) and given to students to take home to their parents. Sample 2 is a letter requesting parental consent for a field trip.

Signed permission slips should be kept on file as proof of informed parental consent. "Informed" consent means that parents had adequate knowledge about the trip when they agreed to let students participate in it. Minimally, a request for parental permission should describe the purpose, destination, date, and time of the trip; the size of the group; student activities during the trip; plans for supervision; and travel arrangements.

You should also have on file the names and telephone numbers of persons to contact should an emergency arise on the trip. Likewise, parents should know, if at all possible, how they can reach a student in the event of an emergency at home. Emergency procedures are particularly important when students are involved in an extended field trip.

In rare instances, parents may refuse to let their son/daughter participate. In this case, you would, of course, follow the procedure set up at your school for handling such a situation (e.g., having the student attend another class or a study hall).

Plan transportation. If transportation is required, it should be considered at the same time that you are planning the agenda. Transportation is often provided by a school bus or van, but if that is not available, alternate transportation by special charter bus or private cars should be considered.

Sometimes parents who volunteer to help with the trip are also willing to drive their own cars. This type of transportation is economical, if permitted by the school board, and it gets parents involved in the instructional program.

Adult students will often offer to use their own cars, which makes arrangements easy. You may be able to offer the drivers mileage compensation at the standard school rate.

Regardless of the kind of transportation used, students should be covered by adequate insurance.

Plan food. For trips that last more than a few hours, the agenda should include time for meals and relaxation. If meals are to be eaten in a restaurant, students should be told beforehand how much cost will be involved. You or your students should survey the area for restaurants and find out the following:

- What types of food they serve
- How much a typical meal costs
- How many students can be readily accommodated
- Whether reservations are necessary

SAMPLE 2

LETTER TO PARENTS

Blue Valley High School
100 South Pine Street
Lakewood, Ohio 44107
October 9, 1990

Dear Parents/Guardian:

The consumer education class at Blue Valley High is planning a field trip to Logan's Department Store on Thursday, October 23. Mr. Marting, the store representative, will conduct about 28 students on a tour around the store. Another teacher and I will accompany the students on the trip and tour. The purpose of the trip is to introduce students to the different kinds of merchandise and services available in a department store and to let them learn about the store as the employees see it.

A bus will leave the school at 10:00 a.m. and return by noon. Permission for your (son, daughter) to participate is requested.

Sincerely,

Janet Miles
Teacher of Consumer Education

I hereby give my permission for _____
(Name of Student)

to take part in the field trip.

_____
(Parent or Guardian)

Home Telephone No. _____

Date _____

Directing a Field Trip

Directing a field trip involves more than making travel arrangements and seeing that the trip runs smoothly. The field trip is only part of a total learning experience that begins and ends in the classroom. Preparing students for the trip and reviewing it with them afterwards are often as important as the trip itself.

Preparation

Before students take a field trip, they should be motivated to make the trip. Questions, discussions, problems, and other devices can be used to arouse student interest. Students should also know what to expect from the trip. Background information may be provided—through reading assignments, projects, demonstrations, reports, media—to help focus their interest on a particular objective and what you want them to get out of the experience.

Whether you accompany them or not, students need to know what they will be doing during the trip. Once the agenda has been approved and confirmed, you can use it as a guide to help students prepare for specific activities. For example, if the agenda includes an interview with an architect, students can develop a list of questions to ask during the interview. If a supermarket tour to study food packaging is planned, students can decide ahead of time which foods they are most interested in, and the teacher can assign responsibilities to different students or groups of students.

No matter how clear their impressions are at the time, students won't remember every detail of the trip when it's over. Notes, drawings, tapes, photographs, and other records made during the trip will help them remember it. The type of record used will depend on the particular field trip and on the learning activities that follow it.

For instance, students who attend a fashion show might want to take sketch pads or cameras along so they can review and discuss aspects of the show when they return to class. Cassette tape recorders are a convenient way to record interviews or spontaneous student observations at the site. Students can listen to them later to make organized notes or prepare written reports and evaluations of the trip.

The kinds of records needed, who will be responsible for making them, and how they will be used after the trip should be discussed with students at the same time that other activities are planned.

Pertinent instructions about the trip (e.g., agendas, maps, directions, and checklists; information about transportation, meals, and safety regulations) should be prepared as handouts and distributed in

advance so that students can read them before the trip. Students should be advised also about personal needs, such as the amount of money needed, appropriate clothing, and so on.

Remember that the behavior of both you and your students reflects on the school and influences the attitudes of others toward your program. Students—particularly at the secondary level—should be informed of the rules of conduct they are expected to observe during the trip. If students will be meeting people at the site, you may want to brief them on making introductions, answering questions about themselves, expressing thanks, and so on, and have them rehearse in the classroom ahead of time.

A day or two before the trip, appointments, travel, food, and other arrangements should be verified to make sure that the trip goes as planned. This is particularly important if the trip has been scheduled very far in advance. Students taking individual or small-group trips, who will not be accompanied by you, should meet with you shortly before the trip to make sure they are prepared.

Conducting the Trip

Conducting students on a group field trip requires a special effort on your part. It also requires an ability to supervise students and coordinate all activities so that people at the site are inconvenienced as little as possible.

Attendance should be checked by you or student leaders to protect students' well-being and safety. A roster with the names and emergency telephone numbers of all participants can be used to check the whereabouts of students immediately before and after the trip—and from time to time during the trip if necessary.

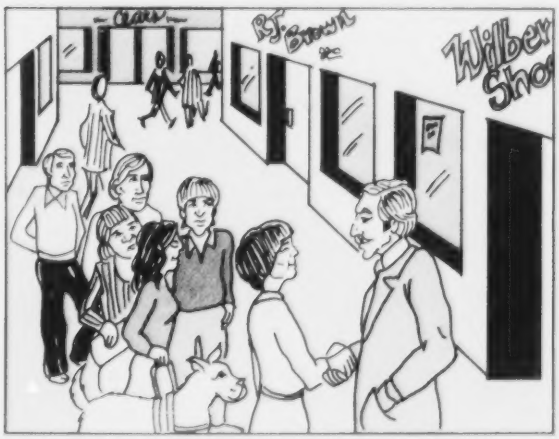
Announcements and instructions given to students during the trip should be clear and audible. If a host is to meet students upon arrival at the destination point, for example, you or a designated student should greet the host and announce his or her name and title to the group loudly enough for all to hear. Tours may be divided into several smaller groups either before or after arrival so that you, the students, and those at the site can speak in normal voices and see without difficulty.

The emphasis of a group field trip is on the concerns of the group as a whole. However, if opportunities arise for individual students to ask questions related to their special interests, they should be given the chance to do so.

If the agenda has been followed as planned, the group should be ready to leave the site at the scheduled time. You or the students should express appreciation for the visit.

Follow-up Activities

Shortly after the trip, students should be encouraged to evaluate the experience. If you did not accompany the students on the trip, a group discussion should be held so that students can review the highlights of the trip with you. In conferences and discussions following field trips, students should be asked to summarize the experience and to indicate how it contributed toward the intended objectives.



Other learning activities following the trip may include written or oral reports, discussions, trip evaluations, or similar activities through which student feedback can be obtained. Student feedback is useful in two ways: (1) it serves to clarify, reinforce, and summarize the experience for students; and (2) it tells you how successful the trip was in terms of helping students attain the objectives of the trip.

Questions stimulated by the trip can become the basis for additional reading assignments or projects. Another type of follow-up activity is to have students share what they learned with other students or members of the community. An individual student might present a brief talk, for instance, or students could write an interesting account of the trip for the school paper or a local newspaper. Mementos—such as objects, posters, pictures, brochures, or other things related to the trip—can be assembled to make bulletin boards, exhibits, scrapbooks, and so on.

You or selected students should express thanks—in writing or by telephone—to all those who made the trip possible. This is a common courtesy that may also increase their willingness to help in the future.

School officials sometimes require that you submit a short, written report on the field trip. Regardless of whether a report is required, it is a good practice to submit one because it provides school administrators with a record of the trip, and it paves the way for their support of future field trip requests.

If you have specific questions related to your reading or if you would like additional information or advice about directing field trips, you may wish to arrange through your resource person to meet with and interview a vocational-technical teacher who has directed individual and/or group field trips.

You may wish to structure the interview around certain key questions, such as the following:

- Why is a field trip advantageous as an instructional method?
- When is a field trip more suitable than another instructional method?
- What places in the community have good potential as learning resources?
- What types of problems are associated with individual and/or group field trips?

The following items check your comprehension of the material in the information sheet, Directing Field Trips, pp. 6–14. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Imagine that you overhear two teachers having this conversation:

   Mr. Jones: I don't think I'd ever consider taking my students on a field trip. If you ask me, it's a waste of time. I mean, why drag students back and forth to a place they're probably not interested in anyway, when they can sit in class, watch a movie, and learn exactly the same thing?

   Ms. White: That's for sure. Students can get everything they need right in school. They want to take field trips just so they can goof off. I can't think of a single reason why anyone should ever take a field trip.

   Can you think of some reasons why you might want to organize a field trip? What would you like to say to Mr. Jones and Ms. White?

2. Describe the relative advantages of individual field trips and group field trips (i.e., what kinds of situations call for individual field trips, and what kinds call for group field trips?).

3. A teacher is planning a field trip for a small group of students. His administrator wants to know why he's not taking the whole class. "After all," she says, "if they give guided tours, why not take everyone?"

   What are some reasons the teacher might mention that would support this plan to take a small group of students instead of the whole class?

4. Explain why you need community cooperation to direct a field trip.

5. If one of your high school students told you, "I lost that letter you gave me to take home to my parents about the field trip, but they said it's okay if I go," what would you do, and why?

6. The field trip is part of a total learning experience that begins and ends in the classroom. What part of the total experience takes place in the classroom, and why is this part important?

7. What is a "successful" field trip, and how does a teacher know whether the trip was successful?

Compare your written responses to the self-check items with the model answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Field trips are useful in the following ways:
   - They offer immediate, real-world experiences that are often memorable and enjoyable.
   - They can make students aware of everyday learning opportunities outside the classroom.
   - They can teach students the relevance and importance of the instruction they receive in the classroom.
   - They can give students a realistic, up-to-date view of the information, skills, and equipment associated with actual jobs.
   - They can foster student, parent, and community participation in the instructional program.

   Mr. Jones does not realize that field trips should not be imposed on students who are "probably not interested." They should be designed to meet the needs and interests of students. Furthermore, he has assumed (1) that students can learn as much from watching a movie as they can from being involved in a real-world experience and (2) that a movie is available that can teach them exactly the same thing that a tailor-made learning experience can teach them. His assumptions may not be valid.

   Ms. White seems to feel that field trips are something you do instead of teaching. Field trips are a method of teaching, and many learning opportunities do exist outside of the classroom.

2. Individual field trips are advantageous when (1) students need remedial or enrichment experiences, (2) students are working on individual projects or competencies, (3) instruction is individualized, (4) students have individual responsibilities within a group, (5) individual interviews are needed, or (6) a group of students would disrupt the normal field situation.

   Group field trips are advantageous when (1) guided tours are available, (2) different experiences are available at the same site, (3) more than one viewpoint is desirable, or (4) students are working on a group project.

3. Several considerations are involved in selecting a field trip—the objective, the needs and interests of students, and the situation in which the trip occurs. Since a field trip is seldom the only way to achieve an objective, the teacher may wish to use a variety of methods. Since every student has special needs and interests, what is suitable for some students may not be suitable for others.

   The situation itself influences the trip. Students may be working in small groups on widely different projects. Some class members may have visited the site before. Even if tours that can accommodate a large number of students are available, small-group activities may be more appropriate than a total class tour, depending on the objectives and the particular students. In addition, small groups are easier to coordinate and permit more freedom and flexibility within the group than do large groups.

4. Since a field trip happens outside the classroom, you need community cooperation at various points during the trip. Hosts, perhaps parents, and others who will assist need to be contacted when the trip is being planned. If transportation, meals, or other special arrangements must be made, you will need the cooperation of those service-providers. Supervision of students sometimes requires outside help as well. Community cooperation may be needed to arrange certain follow-up activities (e.g., newspaper releases, special presentations by students, community exhibits or displays).

5. In secondary school situations, a record of parental consent is the teacher's and school's insurance against liability that could result from a mishap or accident during the trip. In some cases, telephoning the parent for oral consent may be sufficient. However, a teacher who simply takes a student's word that "it's okay" with parents is asking for trouble.

6. Preparation and follow-up activities are as important as the field trip itself. If students don't know ahead of time what they should get out of the trip, their attention and interest will probably not be focused on the objectives of the trip. Preparation is particularly important when students take a field trip on their own, unaccompanied by the teacher, because they are in charge of their own instruction at the site.

   If students are not encouraged to summarize and evaluate the experience after the trip, they may be left with unanswered questions or misunderstandings. Follow-up activities help clarify and reinforce what was learned during the trip and can lead to new learning experiences.

7. A field trip is successful when the experience it provides enables the students to attain the intended objectives. A trip that runs smoothly according to plan can still be a flop if students have not benefited from the experience. Therefore, it is important to determine whether the trip was successful or not by getting feedback from the students. Student feedback may be obtained through written or oral reports, teacher-student conferences, discussions, trip evaluations, related assignments or projects, and other follow-up activities.

Level of Performance: Your written responses to the self-check items should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Directing Field Trips, pp. 6–14, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

In a simulated situation, direct or critique the direction of an individual field trip.

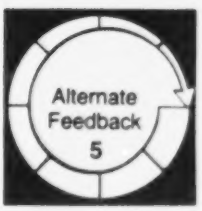
NOTE: The next two activities involve role-playing with a peer. If a peer is not available to you, proceed directly to the explanation of the alternate activity below.

You will be cooperating with one of your peers in selecting a student performance objective that lends itself to the use of an individual field trip.

You will be helping your peer carry out the planned field trip and discussing the experience with him/her in a follow-up interview.

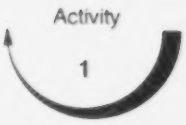
Your performance in directing an individual field trip will be evaluated by your peer, using the Individual Field Trip Checklist, pp. 23–24.

You will be reading the Case Scripts, pp. 25–26, and writing critiques of the performance of the instructors described.



You will be evaluating your competency in critiquing the instructors' performance in directing individual field trips by comparing your completed critiques with the Model Critiques, p. 27.

NOTE: the next two activities involve role-playing with a peer. If a peer is not available to you, turn to p. 25 for an explanation of the alternate activity.



Ask a peer to assist you in this learning experience by role-playing a student who will be taking an individual field trip. In cooperation with the peer, select an objective in your occupational area or an instructional objective he/she actually desires to attain, and discuss how an individual field trip might be used to help your peer attain that objective.

Survey the community for available resources that will help the peer attain the objective and, together with the peer, select a destination and plan an agenda for the trip.

Help your peer carry out the field trip (e.g., by obtaining information, scheduling and confirming appointments, coordinating travel and meal arrangements, preparing handouts, discussing or rehearsing specific on-site activities, and providing other assistance as necessary).

Follow up the individual field trip with a conference and/or other activities that will help the peer evaluate the experience.

A copy of the Individual Field Trip Checklist is provided in this learning experience, pp. 23–24. Give this copy to your peer after he/she agrees to assist you in order to ensure that he/she knows what to look for in your performance. However, indicate that the checklist is to be completed **after** the follow-up activities are finished.

INDIVIDUAL FIELD TRIP CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Before the trip, the teacher:				
1. identified an objective that lends itself to the use of an individual field trip	☐	☐	☐	☐
2. identified community resources that would help you attain the objective	☐	☐	☐	☐
3. helped you select a destination for the field trip	☐	☐	☐	☐
4. helped you plan an agenda that was feasible and convenient to carry out	☐	☐	☐	☐
5. helped you plan specific on-site activities	☐	☐	☐	☐
6. considered your needs and interests in planning the field trip	☐	☐	☐	☐
7. provided background information or experiences that prepared you for the trip	☐	☐	☐	☐
8. helped make and confirm appointments, travel, meals, and other arrangements for the trip	☐	☐	☐	☐
9. advised you about clothing, grooming, money, and other personal needs	☐	☐	☐	☐
10. explained rules of conduct for the trip	☐	☐	☐	☐
11. provided handouts and materials to assist you during the trip	☐	☐	☐	☐

	N/A	No	Partial	Full
After the trip, the teacher:				
12. helped you summarize what you learned during the trip	☐	☐	☐	☐
13. helped you evaluate the trip in terms of your progress toward the objective	☐	☐	☐	☐
14. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐
15. suggested other follow-up activities to clarify, reinforce, or extend what you learned during the trip	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

The following case scripts describe how two vocational-technical instructors directed individual field trips. Read each of the case scripts, and then **explain in writing** (1) the strengths of the instructor's approach, (2) the weaknesses of the instructor's approach, and (3) how the instructor should have treated his/her responsibilities.

CASE SCRIPTS

Case Script 1:

Mr. Clyde Jones is a machinist instructor at Rivers County Technical Institute. Shortly after he returned home from the school one day, John Pierce telephoned him and they had the following conversation:

Mr. Pierce:
Hello, are you the machine shop instructor at the technical institute?

Mr. Jones:
Yes.

Mr. Pierce:
This is John Pierce at McBuff's. There's a fellow here—Bill Green—did you send him over?

Mr. Jones:
Yes, Bill's in one of my classes. I told him to get in touch with you people because he's interested in seeing your microfinishing machine.

Mr. Pierce:
Well, we're pretty busy here today, and the boss is away on vacation. That machine is back with a bunch of hazardous stuff, and I don't think our insurance covers him. We don't let outsiders go back there. He needs rubber soles and a hard hat. We might be able to work it out, but I don't know unless I talk to the boss.

Mr. Jones:
I see. Well, in that case, could you just talk to Bill about the machine? He wanted to know what microfinishing is, and I figured you'd be the one to know.

Mr. Pierce:
Well, I could tell him some things, but I really don't have much time right now.

Mr. Jones:
Okay, anything you can do for him I'd appreciate.

Mr. Pierce:
Okay, I'll see what I can do.

Case Script 2:

Ms. Elsa White is a home economics teacher at Blue Valley High School. One of her students, Susan Sweetwater, dropped by her office to talk about the coming summer vacation. During their conversation, Susan mentioned that she and her family were going to New York City over vacation, and that the McCall's National Sewing Contest was going to be held while they were there.

Susan:
I'm hoping I can go watch the contest. I'm really excited about it.

Ms. White:
That sounds like a lot of fun. You've done a spectacular job this year designing your own patterns. You know, when you're in New York, you ought to take a field trip and look at the fabric stores on Fourth Avenue. They have everything—you just can't believe the variety.

Susan:
Well, I'm not sure how much time we're going to have.

Ms. White:
If you're really interested in fabrics, let me show you this.

Ms. White takes from her file a scrapbook that one of her former students had made.

Ms. White:
You know Jill Garnish, don't you?

Ms. White leafs through the scrapbook.

Ms. White:
She was in New York over Easter break and collected all these lovely swatches. Look at the sketches she made to show how she'd use each one in interior decorating. She was doing a project on home furnishings at the time. I think I still have the list of places she went to somewhere in my file.

Ms. White sifts through the file again and hands Susan a sheet of paper.

Ms. White:
Here, why don't you take this along with you.

Susan looks unenthusiastic.

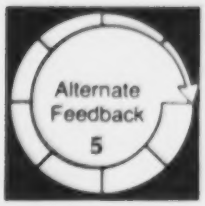
Susan:
Well, I guess I should try to get interested in interior design. Right now I'm mainly interested in dress design. Maybe I ought to go to some of these places instead of going to the contest.

Ms. White:
I know Jill really enjoyed the field trip. Why don't you ask her to help you pick out a few places to see. You might as well, as long as you're going to be there anyway.

Susan:
Okay, I'll do that.

Susan gets up to leave.

Ms. White:
Good! Have a great time on your vacation. Drop me a card if you think of it.



Compare your written critiques of the instructors' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Script 1:

Although Mr. Jones has recognized his student's need for an individual field trip and has identified an appropriate site, he has obviously not scheduled the trip in advance or helped Bill plan it. Although capable students can sometimes make contacts and schedule appointments on their own, the teacher should advise them concerning who to contact and the proper procedures for doing so. Since Mr. Jones simply told Bill to "get in touch" with McBuff's, it is possible that Bill did not understand that he should have contacted the boss to schedule an appointment before dropping by after school.

Had Mr. Jones obtained information in advance about the shop, he would have known that Bill would need special shoes and a hard hat, and he would have known whether Bill would be covered under McBuff's insurance policy or would be traveling at his own risk.

Mr. Jones made two mistakes in asking Mr. Pierce to talk to Bill about the machine. In the first place, Mr. Pierce is too busy and is totally unprepared to talk to Bill. In the second place, telling Bill about the machine is hardly the same as showing him the machine.

The telephone conversation indicates that Mr. Jones knows almost nothing about the field trip he is directing for Bill. Certainly, he has done little to prepare Bill other than send him elsewhere for help.

Among other things, Mr. Jones should have looked around for other resources to make sure that sending Bill to McBuff's was the most reasonable choice. He should have contacted proper authorities there to get permission for Bill to visit. He should have informed Bill when he was to go there and whom he was to contact. And he should have helped Bill plan some specific things he would like to get out of the trip, other than just seeing the machine.

Case Script 2:

Ms. White passed up an opportunity to help Susan extend her dress designing project into the summer vacation. Instead of encouraging her to attend the contest, Ms. White handed her a canned field trip, which was probably rich in educational possibilities for Jill Garnish but had little to do with Susan's unique needs and interests.

Ms. White displays interest and enthusiasm in showing Susan a scrapbook, but that doesn't give Susan much help in planning the learning experience. In addition, her invitation to "drop me a card if you think of it" does not constitute very thorough planning for following up on Susan's field trip.

At the very least Ms. White should have encouraged Susan to follow through on her plans to watch the contest. She might have helped Susan identify what it was she wanted to learn by watching the contest (objectives). She could have suggested that Susan take along a sketch pad or camera so she could remember the experiece better after the trip was over.

Ms. White could also have suggested follow-up activities—a school newspaper article, a class report, an informal talk in front of a local club—that would help Susan get as much as possible out of the experience. "Drop me a card if you think of it" could have been rephrased, "I want to get together with you next fall to talk about the trip."

Level of Performance: Your written critiques of the instructors' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Directing Field Trips, pp. 6–14, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW

In a simulated situation, direct or critique the direction of a group field trip.

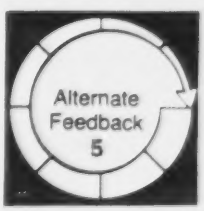
NOTE: The next two activities involve role-playing with peers. If peers are not available to you, proceed directly to the explanation of the alternate activity below.

You will be selecting a student performance objective in your occupational area that lends itself to the use of a group field trip.

You will be conducting peers on the planned field trip and meeting with them after the trip to evaluate the experience.

Your performance in directing a group field trip will be evaluated by your peers, using copies of the Group Field Trip Checklist, pp. 33–40.

You will be reading the Case Studies, pp. 41–43, and writing critiques of the performance of the instructors described.



You will be evaluating your competency in critiquing the instructors' performance in directing group field trips by comparing your completed critiques with the Model Critiques, pp. 45–46.

You may wish to observe an experienced teacher directing an actual group field trip.

You may wish to view a locally produced videotape of a teacher directing a field trip and to critique that teacher's performance.

NOTE: The next two activities involve role-playing with peers. If peers are not available to you, turn to p. 41 for an explanation of the alternate activity.

Select a student performance objective in your occupational area that lends itself to the use of a group field trip.

Ask 3–4 of your peers to assist you in this learning experience by role-playing students who are participating in a group field trip.

Survey the community for available resources and select a destination that will help students achieve the objective. (You may wish to involve your peers in selecting a site if more than one suitable place is available.) Obtain information and make arrangements as necessary to plan a tentative agenda for the trip.

Involve your peers in planning on-site activities, and brief them on the purpose and agenda for the trip.

Conduct your peers on the field trip, and provide assistance and instruction as necessary to enhance student learning during the trip.

Follow up the field trip with a discussion or other activities that will help your peers evaluate the experience.

Multiple copies of the Group Field Trip Checklist are provided in this learning experience, pp. 33–40. Give a copy to each peer after he/she agrees to assist you in order to ensure that each knows what to look for in your performance. However, indicate that the checklists are to be completed **after** the follow-up activities are finished.

NOTES

GROUP FIELD TRIP CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Before the trip, the teacher:				
1. identified an objective that lends itself to the use of a group field trip	☐	☐	☐	☐
2. identified community resources that would help you attain the objective	☐	☐	☐	☐
3. selected or helped you select a destination for the field trip	☐	☐	☐	☐
4. explained how the trip would help you attain the objective	☐	☐	☐	☐
5. planned an agenda that was feasible and convenient to carry out	☐	☐	☐	☐
6. involved you in planning specific on-site activites	☐	☐	☐	☐
7. explained your individual responsibilities during the trip	☐	☐	☐	☐
8. provided background information or experiences that prepared you for the trip	☐	☐	☐	☐
9. made and confirmed appointments, travel, meals, and other arrangements for the trip	☐	☐	☐	☐
10. advised you about clothing, grooming, money, and other personal needs	☐	☐	☐	☐
11. explained rules of conduct for the trip	☐	☐	☐	☐
12. provided handouts and materials to assist you during the trip	☐	☐	☐	☐
13. prepared a trip roster with names and telephone numbers to call in case of emergency	☐	☐	☐	☐

	N/A	No	Partial	Full
During the trip, the teacher				
14. checked attendance against the trip roster	☐	☐	☐	☐
15. was available when you needed information or assistance	☐	☐	☐	☐
16. showed concern for your comfort and your ability to see and hear clearly	☐	☐	☐	☐
17. directed your attention to the objectives of the trip	☐	☐	☐	☐
18. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐
After the trip, the teacher:				
19. helped you summarize what you learned during the trip	☐	☐	☐	☐
20. helped you evaluate the trip in terms of your progress toward the objective	☐	☐	☐	☐
21. suggested other follow-up activities to clarify, reinforce, or extend what you learned during the trip	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

GROUP FIELD TRIP CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Before the trip, the teacher:				
1. identified an objective that lends itself to the use of a group field trip	☐	☐	☐	☐
2. identified community resources that would help you attain the objective	☐	☐	☐	☐
3. selected or helped you select a destination for the field trip	☐	☐	☐	☐
4. explained how the trip would help you attain the objective	☐	☐	☐	☐
5. planned an agenda that was feasible and convenient to carry out	☐	☐	☐	☐
6. involved you in planning specific on-site activites	☐	☐	☐	☐
7. explained your individual responsibilities during the trip	☐	☐	☐	☐
8. provided background information or experiences that prepared you for the trip	☐	☐	☐	☐
9. made and confirmed appointments, travel, meals, and other arrangements for the trip	☐	☐	☐	☐
10. advised you about clothing, grooming, money, and other personal needs	☐	☐	☐	☐
11. explained rules of conduct for the trip	☐	☐	☐	☐
12. provided handouts and materials to assist you during the trip	☐	☐	☐	☐
13. prepared a trip roster with names and telephone numbers to call in case of emergency	☐	☐	☐	☐

	N/A	No	Partial	Full
During the trip, the teacher				
14. checked attendance against the trip roster	☐	☐	☐	☐
15. was available when you needed information or assistance	☐	☐	☐	☐
16. showed concern for your comfort and your ability to see and hear clearly	☐	☐	☐	☐
17. directed your attention to the objectives of the trip	☐	☐	☐	☐
18. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐
After the trip, the teacher:				
19. helped you summarize what you learned during the trip	☐	☐	☐	☐
20. helped you evaluate the trip in terms of your progress toward the objective	☐	☐	☐	☐
21. suggested other follow-up activities to clarify, reinforce, or extend what you learned during the trip	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

GROUP FIELD TRIP CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Before the trip, the teacher:				
1. identified an objective that lends itself to the use of a group field trip	☐	☐	☐	☐
2. identified community resources that would help you attain the objective	☐	☐	☐	☐
3. selected or helped you select a destination for the field trip	☐	☐	☐	☐
4. explained how the trip would help you attain the objective	☐	☐	☐	☐
5. planned an agenda that was feasible and convenient to carry out	☐	☐	☐	☐
6. involved you in planning specific on-site activites	☐	☐	☐	☐
7. explained your individual responsibilities during the trip	☐	☐	☐	☐
8. provided background information or experiences that prepared you for the trip	☐	☐	☐	☐
9. made and confirmed appointments, travel, meals, and other arrangements for the trip	☐	☐	☐	☐
10. advised you about clothing, grooming, money, and other personal needs	☐	☐	☐	☐
11. explained rules of conduct for the trip	☐	☐	☐	☐
12. provided handouts and materials to assist you during the trip	☐	☐	☐	☐
13. prepared a trip roster with names and telephone numbers to call in case of emergency	☐	☐	☐	☐

	N/A	No	Partial	Full
During the trip, the teacher				
14. checked attendance against the trip roster	☐	☐	☐	☐
15. was available when you needed information or assistance	☐	☐	☐	☐
16. showed concern for your comfort and your ability to see and hear clearly	☐	☐	☐	☐
17. directed your attention to the objectives of the trip	☐	☐	☐	☐
18. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐
After the trip, the teacher:				
19. helped you summarize what you learned during the trip	☐	☐	☐	☐
20. helped you evaluate the trip in terms of your progress toward the objective	☐	☐	☐	☐
21. suggested other follow-up activities to clarify, reinforce, or extend what you learned during the trip	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

GROUP FIELD TRIP CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Before the trip, the teacher:				
1. identified an objective that lends itself to the use of a group field trip	☐	☐	☐	☐
2. identified community resources that would help you attain the objective	☐	☐	☐	☐
3. selected or helped you select a destination for the field trip	☐	☐	☐	☐
4. explained how the trip would help you attain the objective	☐	☐	☐	☐
5. planned an agenda that was feasible and convenient to carry out	☐	☐	☐	☐
6. involved you in planning specific on-site activites	☐	☐	☐	☐
7. explained your individual responsibilities during the trip	☐	☐	☐	☐
8. provided background information or experiences that prepared you for the trip	☐	☐	☐	☐
9. made and confirmed appointments, travel, meals, and other arrangements for the trip	☐	☐	☐	☐
10. advised you about clothing, grooming, money, and other personal needs	☐	☐	☐	☐
11. explained rules of conduct for the trip	☐	☐	☐	☐
12. provided handouts and materials to assist you during the trip	☐	☐	☐	☐
13. prepared a trip roster with names and telephone numbers to call in case of emergency	☐	☐	☐	☐

	N/A	No	Partial	Full
During the trip, the teacher				
14. checked attendance against the trip roster	☐	☐	☐	☐
15. was available when you needed information or assistance	☐	☐	☐	☐
16. showed concern for your comfort and your ability to see and hear clearly	☐	☐	☐	☐
17. directed your attention to the objectives of the trip	☐	☐	☐	☐
18. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐
After the trip, the teacher:				
19. helped you summarize what you learned during the trip	☐	☐	☐	☐
20. helped you evaluate the trip in terms of your progress toward the objective	☐	☐	☐	☐
21. suggested other follow-up activities to clarify, reinforce, or extend what you learned during the trip	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

The following case studies describe how three vocational-technical instructors directed group field trips. Read each of the case studies, and then **explain in writing** (1) the strengths of the instructor's approach, (2) the weaknesses of the instructor's approach, and (3) how the instructor should have treated his/her responsibilities.

CASE STUDIES

Case Study 1:

Mr. Clyde Jones bumped into his friend Mike Field, a technical education teacher at Blue Valley High School, as Mike stormed out of the principal's office. "Hey, what's the hurry, Mike? Are you going to a fire?" Clyde asked.

"No," Mike answered. "You'll never believe what Dillon just said to me."

"Why, what happened?" Clyde asked.

"Well, I was over at Leroy's Body Shop this morning," began Mike, "and I was talking to Leroy about my car when I got this great idea. Why not bring the class down here and let them look at the shop. I killed myself to get everything ready by my one o'clock class. I drew a map and wrote out some questions for the students to ask Leroy.

"They were really excited when I told them we were going on a field trip instead of having class. If I'd known how interested they were going to be, I could probably have arranged to go to B&W instead—they have a lot more room and more equipment. But Leroy's is close; I figured we could get there and back in an hour.

"Anyway, when we got outside, I looked around to see who was there, and I saw Wayne Moore and a couple of his friends get in a car and take off. Then everyone started asking about taking the bus there. It's only eight blocks, but I guess kids are lazy these days. So I told them if they wanted to take the bus they could.

"We got there about 1:30, and Leroy showed us around. He worked on a car while they watched, and he really gave them a lot of pointers. They're going to need to know that stuff when we get to body work next week.

"We got back around 3:00, so they were a little late to their classes, but I figured it was worth it until I found a note from Mr. Dillon saying he wanted to see me. Wayne Moore's parents called while we were gone and wanted to know why Wayne was at home and not in school. How should I know? So now Dillon wants to know all about the trip—says he needs a complete report. I wish I'd listened to you in the first place. You were right. Field trips are too much of a hassle."

Case Study 2:

Ms. Kris Ross, a health occupations instructor at Bessemer Tech, wanted to take her dental technology class on a field trip. She decided to let the students help plan the trip. During a class discussion, they suggested several different sites, but the majority favored a trip to a university dental clinic in another city.

Ms. Ross contacted the clinic director, who informed her of the range of treatments offered at the clinic. Together, they planned a schedule that allowed students to visit each part of the clinic in small groups that would rotate from area to area.

Since the clinic was approximately 75 miles away from the school, transportation had to be arranged. Ms. Ross indicated that the school allowed 21¢ a mile reimbursement for travel and asked for volunteers to drive to the clinic. Several students volunteered to use their cars to transport the group.

Ms. Ross then prepared an itemized budget for 16 students and herself, which included the following:

Transportation in		
4 private cars @ 21/mi		$126.00
Incidentals		12.00
	TOTAL	138.00

She submitted the budget, along with the names of the students participating in the trip and a detailed agenda, to Mr. Rothchild, the school administrator. He reviewed it and informed Ms. Ross apologetically that there were no funds available for field trips. "Perhaps," he said, "we'll be able to swing it next spring."

Ms. Ross called the clinic director and cancelled the trip. The students were disappointed but hopeful that they would be able to go to the clinic during the spring term.

Case Study 3:

Jack Newsome and two other students had just returned from a field trip to a local mill. As they were waiting for class to begin, Jack asked his friends, "Gee, do you think Mr. O'Malley will make us report on the trip in front of the class?"

"I don't know," Linda said. "If he does, you can give the report, Jack. I don't want to."

"I don't want to either," Mary said.

Jack sat nervously wondering if he'd have to get up in front of the class. When the bell rang, Mr. O'Malley came in and announced, "Yesterday, Linda, Jack, and Mary went to White's Mill to follow the refining process from delivery of the grain to eating a doughnut." The class laughed.

Mr. O'Malley looked over at the three students and went on, "Okay, we're all ears. Who's going to report on it?" Linda and Mary pointed to Jack, who got up slowly and stood facing the class with his hands in his pockets.

"Yesterday," he said, "we went to White's to find out about the refining process. It was really interesting. They've got all these special machines. There was this one—I forget what you call it—that can grind a ton of grain in an hour. I think it was a ton. It's really huge. And, uh, they've got a museum where you can see how they used to make flour a long time ago. Uh, well, I don't know what else to say." Jack grinned at Linda and Mary. "It was a lot of fun. We met some kids from Greentree High when we were there." Jack paused and added, shrugging his shoulders, "That's all folks."

The class laughed and applauded as he sat down. Mr. O'Malley got up and said, "Thank you, Jack. We'll all be looking forward to reading your report."

After class, Mr. O'Malley stopped Jack and asked him whether they had taken the tour of the mill. "No," Jack said, "the morning tour was cancelled, and we had to get back to school before the afternoon tour."

"Well, maybe sometime we can all go over and take a tour of the place," Mr. O'Malley replied. "Who did you say you talked to over there?"

"Gee, I can't remember his name," Jack answered. "He's tall and wears glasses. He's really nice."

"Okay, I'll try to get hold of him," said Mr. O'Malley as he started to leave the room.

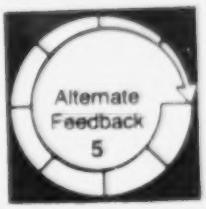
"Say, Mr. O'Malley, we were wondering how long that report has to be."

"Two or three pages should be plenty," Mr. O'Malley answered.

"Well, what exactly is it supposed to be about—just what we saw there?" Jack asked.

"Oh, anything you remember from the trip," said Mr. O'Malley. "I have to turn in something to the school office to let them know what you were doing yesterday. Put it in my mailbox when you're finished," Mr. O'Malley said as he left the classroom to go back to his office.

NOTES



Compare your written critiques of the instructors' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

The jam Mr. Field got himself into could have been prevented had he spent more time planning the field trip. He did recognize the value of a firsthand experience in the community, but he should have considered community resources other than the one that was most conveniently located.

He should have done more to prepare students (and Leroy) for the trip than draw a map and write ready-made questions for them to ask, particularly since they would not get to auto body work until the following week. We never do learn exactly what the objective of the trip is, other than to "look at the shop."

Mr. Field did not think about how students would get to Leroy's or about how they could get back to school in time for their next class. He didn't inform appropriate school officials about the trip, and he obviously didn't get parental consent.

The field trip to Leroy's would have resulted in much better use of time had he spent more time planning the trip, orienting students to its objectives, and making the necessary arrangements.

Case Study 2:

Getting students involved in planning a field trip is a good way to arouse interest and prepare them for the trip. However, the instructor should first make a preliminary search to determine what resources are available. These resources should then be weighed both in terms of their educational worth and in terms of how practical and feasible they are.

If more than one suitable site is available, the instructor may want to let students help select the destination. But Ms. Ross let students select a destination before she had surveyed and considered available sites. It is therefore not surprising that the clinic they selected was 75 miles away.

The sequence of steps in her planning procedure was also inadequate. She scheduled the trip with the clinic director and planned a detailed agenda of the trip before she obtained school approval. She planned specific student activities at the site before she got student input about what they wanted to get out of the trip. She promised them travel reimbursement before she had school approval. And she failed to check to see whether there was a more convenient or more economical means of transportation.

The outcome of the plan would certainly have been better had Ms. Ross considered the cost of the trip before scheduling and planning it and had weighed the clinic against other, local resources. A different sequence of steps in the planning procedure would not only have avoided disappointment, but it would have improved Ms. Ross's chances of getting student, school, and community support for future field trips.

Case Study 3:

Mr. O'Malley has left many loose ends throughout his effort to direct a field trip. In preparing students for the trip, he evidently didn't help them identify the purpose of the trip. He didn't inform them of individual responsibilities within the group. He didn't discuss ways they could record what they saw there or even what it was they were supposed to notice.

He didn't check just before the trip to make sure the morning tour was still available. He didn't find out to whom the students were to report at the mill. This was especially important since they went unsupervised. Since he doesn't know who showed them around, he doesn't know to whom to extend thanks for helping with the trip.

His statement, "Well, maybe sometime we can all go over and take a tour of the place," suggests that he probably had no particular reason for sending only three students instead of taking the whole class.

Moreover, Mr. O'Malley apparently doesn't realize that he, not Jack Newsome, should prepare a trip report. Nor does he seem aware that the purpose of the report is not only to let school officials know where students went, but also to inform them of the instructional objective and outcome of the trip and to pave the way for future administrative support of field trips.

Certainly a report that Jack drops in Mr. O'Malley's mailbox is not an adequate follow-up of the field trip. Mr. O'Malley should have scheduled a teacher-student conference to help them review and summarize the experience after they returned from the trip. A class presentation might have been appropriate as a follow-up activity if Mr. O'Malley had informed them of the kind of presentation he expected and had provided more structure to help them plan and prepare it.

Level of Performance: Your written critiques of the instructors' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Directing Field Trips, pp. 6–14, or check with your resource person if necessary.

You may wish to arrange through your resource person to observe an experienced teacher directing an actual group field trip. Notice in particular the means by which the teacher directs students' attention to the objectives of the trip, supervises the activities, and assists students when necessary.

Your institution may have available videotapes showing examples of teachers directing field trips. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in directing field trips, using the criteria provided in this module or critique forms or checklists provided by your resource person.

Learning Experience IV

FINAL EXPERIENCE

While working in an **actual teaching situation,*** direct field trips.

As you plan your lessons, decide when an individual and a group field trip could be used effectively to aid in meeting the lesson objectives. Based on those decisions, direct an individual and a group field trip. This will include—

- involving students in planning field trips to achieve identified student performance objectives
- making or helping students make all necessary arrangements
- orienting students to the trips
- involving students in evaluating and summarizing what was achieved by the trips

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching experience over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your documentation and observe at least one instance in which you are working with the students (e.g., orienting students to the field trip).

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 49–51.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in directing field trips.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Direct Field Trips (C-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In directing an individual field trip, the teacher:						
1. identified an objective that lends itself to the use of an individual field trip	☐	☐	☐	☐	☐	☐
2. identified community resources that would help the student attain the objective	☐	☐	☐	☐	☐	☐
3. helped the student plan a destination for the field trip	☐	☐	☐	☐	☐	☐
4. helped the student plan an agenda that was feasible and convenient to carry out	☐	☐	☐	☐	☐	☐
5. helped the student plan specific on-site activities	☐	☐	☐	☐	☐	☐
6. considered the student's unique needs and interests in planning the field trip	☐	☐	☐	☐	☐	☐
7. provided background information or experiences that prepared the student for the trip	☐	☐	☐	☐	☐	☐
8. helped make and confirm appointments, travel, meal, and other arrangements for the trip	☐	☐	☐	☐	☐	☐
9. advised the student about clothing, grooming, money, and other personal needs	☐	☐	☐	☐	☐	☐
10. explained rules of conduct for the trip	☐	☐	☐	☐	☐	☐
11. provided handouts and materials to assist the student during the trip	☐	☐	☐	☐	☐	☐
12. obtained parental consent for the student to participate in the trip, if necessary	☐	☐	☐	☐	☐	☐
13. obtained school approval for the trip, if necessary	☐	☐	☐	☐	☐	☐
14. helped the student summarize what he/she learned during the trip	☐	☐	☐	☐	☐	☐
15. helped the student evaluate the trip in terms of his/her progress toward the objective	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
16. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐	☐	☐
17. suggested other follow-up activities to clarify, reinforce, or extend what the student learned during the trip	☐	☐	☐	☐	☐	☐
In directing a group field trip, the teacher:						
18. identified an objective that lends itself to the use of a group field trip	☐	☐	☐	☐	☐	☐
19. identified community resources that would help students attain the objective	☐	☐	☐	☐	☐	☐
20. selected or helped students select a destination for the field trip	☐	☐	☐	☐	☐	☐
21. explained how the trip would help students attain the objective	☐	☐	☐	☐	☐	☐
22. planned an agenda that was feasible and convenient to carry out	☐	☐	☐	☐	☐	☐
23. involved students in planning specific on-site activities	☐	☐	☐	☐	☐	☐
24. explained each student's individual responsibilities during the trip	☐	☐	☐	☐	☐	☐
25. provided background information or experiences that prepared students for the trip	☐	☐	☐	☐	☐	☐
26. made and confirmed appointments, travel, meal, and other arrangements for the trip	☐	☐	☐	☐	☐	☐
27. advised students about clothing, grooming, money, and other personal needs	☐	☐	☐	☐	☐	☐
28. explained rules of conduct for the trip	☐	☐	☐	☐	☐	☐
29. provided handouts and materials to assist students during the trip	☐	☐	☐	☐	☐	☐
30. obtained parental consent for students to participate in the trip, if necessary	☐	☐	☐	☐	☐	☐
31. prepared an itemized budget for the trip	☐	☐	☐	☐	☐	☐
32. obtained school approval for the trip	☐	☐	☐	☐	☐	☐
33. prepared a trip roster with names and telephone numbers to call in case of emergency	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
34. checked students' attendance against the trip roster as often as necessary to assure their well-being	☐	☐	☐	☐	☐	☐
35. was available when students needed information or assistance	☐	☐	☐	☐	☐	☐
36. showed concern for students' comfort and their ability to see and hear clearly	☐	☐	☐	☐	☐	☐
37. directed students' attention to the objective of the trip	☐	☐	☐	☐	☐	☐
38. helped students summarize what they learned during the trip	☐	☐	☐	☐	☐	☐
39. helped students evaluate the trip in terms of their progress toward the objective	☐	☐	☐	☐	☐	☐
40. suggested other follow-up activities to clarify, reinforce, or extend what students learned during the trip	☐	☐	☐	☐	☐	☐
41. ensured that all those who made the trip possible were personally thanked	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module.
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out."
- That the module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Program
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person's Guide to Using Performance-Based Teacher Education Materials
Implementation Guide for the Performance-Based Teacher Education & Competency-Based Staff Development Programs
Performance-Based Teacher Education: The State of the Art: General Education and Vocational Education
Supplementary Resources Suggested for the PBTE/CBSD Modules (1990 edition)

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 745 Gaines School Road, Athens, Georgia 30605, (404) 543-7557.

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